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ABSTRACT

As part of the Maryland Longitudinal Study of 772 students entering the University of Maryland, College Park (UMCP) in 1980, the use and ratings of UMCP campus services by students in the third year of the study were analyzed. Findings included the following: (1) Representative Group (containing members of all ethnic groups) and Black Group participants made similar use of most services, although black students made greater use of Residence Hall staff, the Health Center, and the Financial Aid Office; (2) the most frequently used services by both groups included Stamp Student Union, Hornbake Undergraduate Library, the University Book Center, the Registrations Office, Dining Services and the Health Center; and some of those services were among those with the highest ratings; (3) females in both groups tended to use many of the services more than males; (4) services with the least positive ratings included Motor Vehicle Administration, Judicial Programs, Dining Services, the Registrations Office and the Financial Aid Office; (5) in the Representative Group, females rated five services significantly more positively than did males, but no gender differences in ratings were found for the Black Group; (6) in the Black group, on-campus residents were more likely than commuters to use campus minority services; and (7) residential status appeared to have little effect on ratings of services among either group. Implications for the improvement of campus services are discussed. Data are reported in two tables and four appendices. Contains 4 references. (KM)

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MLS RESEARCH HIGHLIGHTS

Maryland Longitudinal Study

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RESEARCH REPORT #8

STUDENTS' PERCEPTIONS OF CAMPUS SERVICES

EXECUTIVE SUMMARY

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The focus of this report is the use and ratings of UMCP campus services by students who participated in the third year of the Maryland Longitudinal Study (MLS). Four major questions were addressed:

Question 1: What proportions of Representative and Black Group participants made use of various campus services during the third year of MLS? Did males and females in each Group report similar use of these services?

Representative and Black Group participants made similar use of most services during the third year of MLS. Black Group participants made greater use of those units, such as The Office of Minority Student Education and the Nyumburu Cultural Center, developed specifically to serve minority students, as well as greater use of Residence Hall Staff, the Health Center, and the Financial Aid Office.

The most frequently used services by both groups included Stamp Student Union, Hornbake Undergraduate Library, the University Book Center, the Registrations Office, Dining Services, and the Health Center. Less frequently used services by both groups included the HELP Center, International Education Services, Campus Chaplains, Judicial Programs, and Experiential Learning Programs.

Females in both groups tended to make greater use than males of many services. Black Group females also tended to make greater use of minority services than Black Group males.

Question 2: How did Representative and Black Group participants rate (positive or negative) the influence of various campus services during the third year of MLS? Were there significant differences between the ratings of males and females in both groups?

Most services were rated positively by the vast majority of students in both the Representative and Black Groups. Services receiving the highest ratings were among those most frequently used by both groups.

Services receiving the least positive ratings by both groups included Motor Vehicle Administration, Judicial Programs, Dining Services, the Registrations Office, and the Financial Aid Office.

Representative Group females rated five services (Residence Hall Staff, Motor Vehicle Administration, Dining Services, Stamp Student Union, and the University Book Center) significantly more positively than did Representative Group males. Gender differences in the ratings of campus services were not found for the Black Group.

Question 3: Did campus residents and commuters (Representative and Black Groups) report similar use of campus services during the third year of MLS?

Most of the disparities between residential students and commuters in both the Representative and Black Groups were ones which might logically be expected. On-campus residents in both groups reported greater use of Residence Hall Staff, Dining Services, the Health Center, and Intramural Sports. Commuters in the Representative Group reported greater use of the Office of Commuter Affairs. However, Black Group on-campus residents and commuters made similar use of the Office of Commuter Affairs. On-campus residents in the Black Group were more likely than Black Group commuters to report use of campus minority services such as the Office of Minority Student Education and the Nyumburu Cultural Center.

Question 4: Was there a relationship between residential status (resident; dependent commuter; independent commuter) and the way Representative and Black Group participants evaluated various student services during the third year of MLS? Were there any significant interactions between residential status and gender in terms of the rating of campus services?

Residential status appeared to have little effect on the way participants in both the Representative and Black Groups rated the various campus services. On-campus residents in the Representative Group rated Campus Chaplains and Judicial Programs more positively and the Financial Aid Office more negatively than did independent and dependent commuters. On-campus residents in the Black Group rated the Career Development Center more positively than did Black Group independent and dependent commuters.

Implications for the improvement of campus services are discussed in Section IV of this report.

Maryland Longitudinal Study Steering Committee
Division of Student Affairs
The University of Maryland College Park
Spring 1988

HE 021 942

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The Maryland Longitudinal Study (MLS) is a research undertaking of the Division of Student Affairs at The University of Maryland College Park. A significant number of Student Affairs staff have been involved in the study since its inception. A Steering Committee appointed by the Vice Chancellor for Student Affairs has been responsible for the methodology, data collection and management of this project. These individuals are listed in Appendix A of the MLS report entitled **The Maryland Longitudinal Study—A Descriptive Overview: The Study's Purpose, Goals, Features, Participants, and Design.**

STUDENTS' PERCEPTIONS OF CAMPUS SERVICES

INTRODUCTION

In addition to traditional instructional, research, and academic advisement programs, UMCP provides non-classroom centered services designed to promote student well-being (e.g., The Student Health Center, the Stamp Student Union, Intensive Educational Development and the Counseling Center) and services designed to help specific student populations (e.g., the Office of Minority Student Education, and International Education Services). The significant impact of such services on the academic performance, retention, and over-all development of college students has been well recognized (Astin, 1975, 1985; Pascarella, 1982, Garland, 1985).

The focus of the present report is on the patterns of use and influence (positive or negative) of various UMCP campus services reported by third year students studied as a part of the Maryland Longitudinal Study (MLS). Four basic questions will be addressed in this report:

1. What proportions of Representative and Black Group participants made use of various campus services during the third year of MLS? Did males and females in each Group report similar use of these services?
2. How did Representative and Black Group participants rate (positive or negative) the influence of campus services during the third year of MLS? Were there significant differences between the ratings of males and females in both groups?
3. Did campus residents and commuters (Representative and Black Groups) report similar *use* of various campus services during the third year of MLS?
4. Was there a relationship between residential status (resident; dependent commuter; independent commuter) and the way Representative and Black Group participants *evaluated* various student services during the third year of MLS? Were there any significant interactions between residential status and gender in terms of the rating of student services?

Section I presents a description of MLS participants, Section II reports results of the study relating to the four questions posed above, and Section III discusses the implications of these results for the providers of campus services for college students at UMCP.

I. DESCRIPTION OF MLS PARTICIPANTS AND METHOD OF DATA COLLECTION

This report will compare two major groups of students studied as a part of the MLS in the *third year* of the project. The MLS Representative Group is based on a random sample of freshmen selected from the entering class of Fall, 1980. This sample is a cross section of the larger freshman class and, as such, contains a representative group of minorities—including approximately 10% black students. Consequently, it is important to keep in mind that the Representative Group is not a "white" sample, but instead reflects the ethnic diversity at UMCP.

Because of the Division of Student Affairs' strong interest in the collegiate experience of black students on campus and the relatively small number of Blacks in the freshman class of 1980-81, all black freshmen not included in the Representative Group were also invited to participate in MLS. Those black students who agreed to participate became members of the "Black Group." For purposes of analysis, the Black Group (consisting of all the black freshmen not already selected as part of the Representative Group as well as the blacks in the Representative Group) comprises the black individuals studied in this report. Using data from the black students in the Representative Group and adding them into the Black Group was done for two reasons. First, as large a group as possible was desirable because of the relatively small numbers of black students in the original freshman class, and attrition over the years of the longitudinal study would reduce the number of study participants. Second, the intention in the selection of the Black Group was the testing of the total available (and willing) population, rather than of a specified "sample" as was the case with the Representative Group. Consequently, for purposes of analysis, the black students in the Representative Group do "double duty" in these analyses by being members of the Black Group and members of the Representative Group. (See *MLS Research Report #1: A Descriptive Overview* for a complete description of the study.)

The present report focuses only on students in the Representative and Black groups who were enrolled at UMCP during the third year of the Study. As part of the Annual Survey, these students were asked to rate positively or negatively the influence of various UMCP campus services. The question was phrased in a way to elicit these ratings only from students who had actually *used* these services. The question is printed below:

> *Influence of selected college services and facilities.* In the last 12 months while at UMCP, for each of the following services that you have used, please rate the service's influence. Use any number between 1 and 5 on the following rating scale to indicate your response. Use option *6* for any service that you have not used.
>
> Response categories included:
>
> 1 = Used: And Very Negative Influence
> 2 = Used: And Negative Influence
> 3 = Used: But Influence Was No More Negative Than Positive
> 4 = Used: And Positive Influence
> 5 = Used: And Very Positive Influence
> 6 = Did Not Use

Descriptions of the student services rated for this study can be found in Appendix 1.

Only responses 1 through 5 were included in the statistical analyses reported here. In other words, the analyses done reflect the judgments of students who actually *used* the particular services they *rated*.

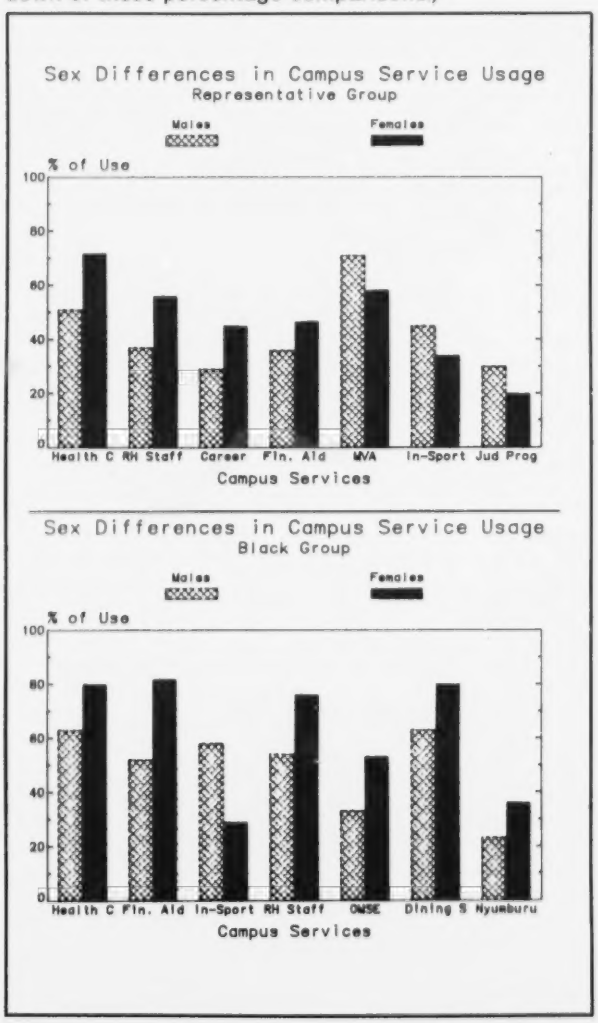
II. RESULTS

Percentages of students in the Representative and Black Groups using various campus services during the third year of MLS, along with the ratings given to each service, can be found in Appendix II. It should be noted that most campus services, regardless of amount of use, received positive ratings from the vast majority of respondents.

Question 1: What proportions of Representative and Black Group participants made use of various campus services during the third year of MLS? Did males and females in each Group report similar use of these services?

Representative Group

The most frequently used services for the Representative Group included: The University Book Center (used by 99% of MLS participants); Stamp Student Union (97%); Hornbake Undergraduate Library (96%); the Registrations Office (87%); the Motor Vehicle Administration (MVA) (64%); Dining Services (63%); and the Health Center (62%). Less frequently used services included: Nyumburu Cultural Center (3%); the HELP Center (3%); Office of Minority Student Education (OMSE) (4%); International Education Services (IES) (4%); Intensive Educational Development (IED) (5%); Campus Chaplains (7%); and Experiential Learning Programs (10%). (See Appendix II for a complete breakdown of these percentage comparisons.)



Representative Group females made proportionally greater use than Representative Group males of many student services, including the Health Center (72% vs. 51%), Residence Hall Staff (56% vs. 37%), the Career Development Center (45% vs. 29%), and the Financial Aid Office (47% vs. 36%). Representative Group males made proportionally greater use of the MVA (71% vs. 58%), Campus Recreation Services (45% vs. 34%), and Judicial Programs (30% vs. 20%). See Figure 1 for a graphic representation of these comparisons. Finally, slightly more females than males reported using the Office of Commuter Affairs (30% vs. 22%).

Black Group

Black Group participants reported proportionally equal or greater use than did Representative Group participants of all services but Judicial Programs (16% vs. 25%) and the Motor Vehicle Administration (47% vs. 64%). The greatest disparities in use between the two groups were found for two services directed specifically toward minority students, e.g., the Office of Minority Student Education (46% vs. 4%) and Nyumburu Cultural Center (31% vs. 3%), as well as for the Financial Aid Office (71% vs. 41%). Other services used by greater proportions of Black Group participants were the Career Development Center, Counseling Center, Health Center, Residence Hall Staff, Student Tutorial Academic Referral (STAR), Commuter Affairs, Intensive Educational Development, and Dining Services.

The services used most frequently by the Black Group were the Stamp Student Union (100%), Hornbake Undergraduate Library (100%), University Book Center (99%), Registrations Office (90%), Dining Services (73%), Health Center (73%), Financial Aid Office (71%), and Residence Hall Staff (68%). Less frequently used services included the HELP Center (5%), International Education Services (6%), Campus Chaplains (8%), Judicial Programs (16%), and Experiential Learning Programs (17%). (See Appendix II for a complete breakdown of these percentage comparisons.)

Black Group females were found to make greater use than Black Group males of many services. Black Group females made proportionally greater use of the Health Center (80% vs. 63%), the Financial Aid Office (82% vs. 52%), Residence Hall Staff (76% vs. 54%), the Office of Minority Student Education (53% vs. 33%), Dining Services (80% vs. 63%), and Nyumburu Cultural Center (36% vs. 23%). Like their Representative Group counterparts, Black Group males made proportionally greater use of Campus Recreation Services (58% vs. 29%) than did Black Group females. Figure 1 above demonstrates these differences for the Black Group.

Question 2: How did Representative and Black Group participants rate (positive or negative) the influence of various campus services during the third year of MLS? Were there significant differences between the ratings of males and females in both groups?

Representative Group

Most student services were evaluated positively by the majority of Representative Group participants during the third year of MLS. (See Appendix III.) Services receiving average ratings of 4.00 or higher (4 = "Positive Influence," 5 = "Very Positive Influence") included: Campus Recreation Services (M = 4.29); Office of Minority Student Education (M = 4.20); Stamp Stu-

dent Union (M = 4.13); Nyumburu Cultural Center (M = 4.13); Campus Chaplains (M = 4.11); Counseling Center (M = 4.07); and Commuter Affairs (M = 4.00). The STAR Center (M = 3.99) and Hornbake Undergraduate Library (M = 3.95) were also rated very positively.

Among the services rated least positively (2 = "Negative Influence," 3 = "No More Negative than Positive") by Representative Group participants during the third year of MLS were the MVA (M = 2.74), Dining Services (M = 2.94), the Registrations Office (M = 3.00), the Financial Aid Office (M = 3.10), and Judicial Programs (M = 3.17).

There were few differences by gender apparent in the rating of campus services. Only five campus services were rated significantly differently by females and males in the Representative Group. (See Table 1.) Analyses of variance revealed that females' ratings were significantly more positive than males for Residence Hall Staff, MVA, Dining Services, Stamp Student Union, and the University Book Center.

TABLE 1

SIGNIFICANT DIFFERENCES* BETWEEN MALES AND FEMALES IN THE RATING OF THE INFLUENCE OF STUDENT SERVICES DURING THE THIRD YEAR OF MLS

	Representative Group			
	Males		Females	
Service	N	M**	N	M**
Residence Hall Staff	47	3.21	76	3.80
Motor Vehicle Administration	93	2.55	79	2.97
Dining Services	77	2.73	91	3.13
Stamp Student Union	128	4.02	132	4.25
University Book Center	129	3.55	134	3.78

	Black Group			
	Males		Females	
Service	N	M**	N	M**
Commuter Affairs	19	4.26	33	3.83

*p = .05

**Average rating on a five-point Likert scale: 1 = Very Negative Influence; 5 = Very Positive Influence. Significant differences were determined at the .05 level and beyond.

Black Group

Black Group participants also gave most campus services positive ratings during the third year of MLS. (See Appendix III.) Many services received ratings of 4.00 or higher (4 = "Positive Influence," 5 = "Very Positive Influence"). These included: HELP CENTER (M = 4.43); Nyumburu Cultural Center (M = 4.29); Intramural Sports (M = 4.25); Office of Minority Student Education (M = 4.17); Stamp Student Union (M = 4.16); the Counseling Center (M = 4.14); Hornbake Undergraduate Library (M = 4.05); STAR (M = 4.05); Intensive Educational Development (M = 4.04); and Commuter Affairs (M = 4.00).

Among the services Black Group participants rated least positively (2 = "Negative Influence," 3 = "No More Negative than Positive") were MVA (M = 2.98), Judicial Programs (M = 3.00), the Registrations Office (M = 3.14), Dining Services (M = 3.23), International Education Services (M = 3.38), and the Financial Aid Office (M = 3.41).

Analyses of variance indicated gender to be a significant factor for the rating of only one student service. (See Table 1.) Black Group males were significantly more positive than Black Group females in the evaluation of the Office of Commuter Affairs.

Question 3: Did campus residents and commuters (Representative and Black Groups) report similar use of campus services during the third year of MLS?

Because prior MLS Reports (e.g., MLS Research Report #3: *The Freshman Experience at UMCP: Comparing Commuter and Resident Students)* and the professional literature (e.g., Astin, 1975) suggest that students who commute to campus have a significantly different experience in college compared to campus residents, MLS participants' use of campus services was analyzed in terms of residential status. Recognizing that commuters who live with their parents may be dissimilar to students who live on their own, students' residential status was defined as follows:

1. **CAMPUS RESIDENTS:** Students living in campus residence halls
2. **DEPENDENT COMMUTERS:** Students living at home with parent(s) or other relatives
3. **INDEPENDENT COMMUTERS:** Students living in such conditions as apartments, private rooms, and student houses.

Appendix IV reports the percentages of Representative and Black Group participants in each residential category (residents; dependent commuters; and independent commuters) who made use of the various campus services during the third year of MLS. As might be expected, campus residents in both the Representative and Black Groups used services such as Residence Hall Staff, Dining Services, the Health Center, and Campus Recreation Services in much greater percentages than students living off campus. Independent commuters in the Representative and Black Groups made greater use of the Motor Vehicle Administration. Independent commuters in the Representative Group made greater use of the Office of Commuter Affairs. Campus residents in the Black Group reported using the Office of Commuter Affairs as much as Black Group participants (dependent and independent commuters) living off-campus. Campus residents in the Black Group also made greater use of the Financial Aid Office, STAR Center, Office of Minority Student Education, and the Nyumburu Cultural Center. Independent commuters in the Black Group made greater use of the Career Development Center. Greater use of the Health Center was made by campus residents in the Black Group than by those in the Representative Group. While somewhat greater use of Judicial Programs was made by commuters (dependent and independent) in both groups, dependent commuters in the Black Group and independent commuters in the Representative Group made the greatest use of this service.

Question 4: Was there a difference between residential status (resident, dependent commuter and independent commuter) and the way Representative and Black Group participants evaluated various campus services during the third year of MLS? Were there any significant interactions between residential status and gender in terms of the rating of student services?

Analyses were performed in order to determine if place of residence was a significant factor in MLS participants' *evaluation* (in contrast to *use)* of various campus services. Three groups of third year MLS service users were compared: (1) campus resident students; (2) dependent commuters; and (3) independent commuters. Residential status was found to be a significant factor in the ratings of *very few* student services.

Representative Group

Residential status was a significant factor in Representative Group evaluation of only three campus services: Campus Chaplains, Judicial Programs, and the Financial Aid Office. (See Table 2.) Campus residents gave Campus Chaplains and Judicial Programs their most positive evaluations and dependent commuters gave these services their least positive ratings. This trend was reversed for the ratings of the Financial Aid Office, with dependent commuters giving the service its most positive rating. However, for this service, there was also a significant interaction between residential status and gender. Male students living off-campus with parents (dependent commuters) rated the Financial Aid Office much more positively than did their female counterparts, whereas males who lived in residence halls rated the service more negatively than female residential students. Females rated the Financial Aid Office similarly regardless of their place of residence.

Black Group

Residential status was a significant factor in Black Group participants' ratings of only one campus service. (See Table 2.) Campus residents in the Black Group gave the Career Development Center its most positive ratings, while dependent commuters gave the service its least positive ratings.

While residential status and gender individually were not shown to be significant factors in the Black Group's ratings of the Intensive Educational Development Office, there was a significant interaction between these two variables. Female independent commuters rated Intensive Educational Development more highly than males. Black Group *males* who were *campus residents* or were dependent commuters rated Intensive Educational Development more positively than did their female counterparts. However, the small number of students in these groups suggest that these findings be interpreted with caution.

TABLE 2

SIGNIFICANT DIFFERENCES BETWEEN RESIDENTIAL STUDENTS AND COMMUTERS IN THE RATING OF STUDENT SERVICES DURING THE THIRD YEAR OF MLS

Representative Group

Service		Residents		Dependent Commuters		Independent Commuters	
		N	M*	N	M*	N	M*
Campus Chaplains		10	4.40	1	2.00	7	4.00
Judicial Programs		19	3.42	16	2.63	31	3.29
Financial Aid** Office	(Total)	37	2.81	34	3.38	39	3.13
	(Males)	14	2.29	16	3.81	16	3.13
	(Females)	23	3.13	18	3.00	23	3.13

Black Group

Service		Residents		Dependent Commuters		Independent Commuters	
		N	M*	N	M*	N	M*
Career Development Office		31	4.00	9	3.33	23	3.65
Intensive Educational Development Office***	(Total)	12	4.08	8	4.00	7	4.00
	(Males)	3	4.33	5	4.20	1	1.00
	(Females)	9	4.00	3	3.67	6	4.50

***Average rating on a five-point Likert scale: 1 = Very Negative Influence; 5 = Very Positive Influence.**

****A significant interaction between residential status and gender also was found.**

*****While no significant effect for either residential status or gender was found, there was a significant interaction between these two variables.**

Significant differences were determined at the .05 level.

III. IMPLICATIONS AND CONCLUSIONS

Black Group

Given the Division's concern with the satisfaction and academic success of Black students at UMCP, two of the most important findings to come out of this study relate to the Black Group. Black Group participants used almost all student services in proportions equal to or greater than those of Representative Group participants. Of perhaps even greater significance is the fact that Black Group service users rated the influence of most campus services *as positively* as service users in the Representative Group. For the past several years, the UMCP campus has increased its dedication to the recruitment and retention of minority students. Previous research (Astin, 1975; Pascarella, 1982; Garland, 1985) has suggested that the use of and satisfaction with campus support services by minority students may be helpful in the attainment of these goals. The present study suggests that, at a minimum, campus services are generally not stumbling blocks for the retention of black students at UMCP.

Black Group participants also rated very positively those services, such as the Office of Minority Student Education and the Nyumburu Cultural Center, which have been developed to serve minority students on the UMCP Campus. However, the fact that both of these services (in particular, the Office of Minority Student Education) were used by proportionally *higher numbers of black females than black males* is an interesting statistic that is not unknown by service personnel in these offices. Data on use of Office of Minority Student Education *tutorial services* also shows proportionally greater use by black females than black males. While in the third year of MLS there were more Black Group females than Black Group males still enrolled at UMCP (and hence available to use services), minority services may want to increase their outreach efforts to the Black Group men on campus. For example, the Office of Minority Student Education has recently implemented a series of male support groups (in addition to mixed-sex support groups) open to all black males on campus.

The one area of differential ratings of Black Group males and females relates to the Office of Commuter Affairs. Although both sexes rated the influence of this service positively, and made use of it in equal proportions, Black Group males were significantly *more* positive in their ratings than Black Group females. We are uncertain how to interpret this finding but speculate it may reflect males' higher degree of comfort in traveling alone on public transportation. In general, these findings suggest that campus service units may want to take a fresh look at service delivery in terms of race and gender differences among service users.

Campus Services with "Neutral" Ratings

It is gratifying to note that those services used most by both Representative and Black Group participants (Hornbake Undergraduate Library, Stamp Student Union, the University Book Center, and the Health Center) also were rated as positive influences by the vast majority. Services receiving more neutral ratings from both the Representative and Black groups included Motor Vehicle Administration, Dining Services, the Registrations Office, the Financial Aid Office, and Judicial Programs. These results are not particularly surprising because some of the major functions of these services are viewed in a negative light by many students. For example, Judicial Programs is involved with disciplinary actions, and one responsibility of the MVA is monitoring campus parking. Given the nature of these services, it may be impossible to significantly improve students' evaluations. However, some efforts might be made in communicating the broader mission of these offices, before students have negative experiences with sanctions. Explaining the complexities of parking, improvements made (i.e., the new garage), or the role of the honor system during Orientation or in informal residence hall programs might be ways of increasing student appreciation of these services.

Other services which were less positively evaluated, such as the Registrations Office and Financial Aid Office, may involve what students perceive as a great deal of bureaucratic red tape. During individual interviews conducted in the third year of MLS, both Representative and Black Group students were asked to suggest improvements or changes for several campus services, including these offices. Suggestions for the Registrations Office included expanding computerized registration, changes regarding the availability of classes (i.e., increasing the number of sections for certain classes, giving priority to juniors and seniors and department majors, holding open more slots for Armory registration, etc.), and reducing the crowding at Armory registration by increasing the number of hours and days of registration and extending the pre-registration period. Suggestions for the Financial Aid Office included increasing the knowledge of staff members (mainly student staff) about the types of aid available so that this information can be passed on to students, making counselors more accessible, increasing funds available to middle-class students, and changing some of the qualifications (i.e., GPA) for receiving aid. It is noteworthy that many of these suggestions have been implemented by these offices during the past four years since the MLS data were collected.

Another service that received more neutral ratings was Dining Services. Reasons for lack of satisfaction with Dining Services range from poor food quality to boredom with menu selections. However, since the MLS data was gathered, Dining Services has implemented a number of programs which provide students with more variety and flexibility of dining options. In addition, Dining Services continues to actively monitor student opinions by conducting regular surveys.

Campus Residents vs. Commuters

For both the Representative and Black Groups, few major differences in terms of either use or evaluations of campus services were found between students living on-campus compared to those who commuted. Most of the differences found were expected (i.e., residential students made greater use of Residence Hall Staff and Dining Services, and Representative Group commuters made greater use of the Office of Commuter Affairs). Similarly, the fact that Black Group students who lived *on-campus* were more likely to use minority services such as OMSE and Nyumburu Cultural Center also suggests that these services may be more "visible" to Black campus residents than Black Group commuters.

Somewhat surprising was the greater use of Judicial Programs by independent commuters in the Representative Group. Initially we speculated that this finding might suggest commuters were not as well informed as campus residents about regulations governing academic and social life on the UMCP campus and hence were more often referred to the Judicial Programs Office. However, perhaps a second more plausible explanation may be that students who live in campus residence halls and violate University regulations are referred to the *Department of Resident Life's* Judicial Board for sanctioning. Hence the significantly

more positive rating of Judicial Programs by residential students may reflect their lack of involvement with this particular arm of campus discipline.

In sum, professionals who work to provide student services on this campus can take pride that, in general, students who used campus services were positive in their evaluations. Significant differences between men and women, minority students and non-minority students, as well as residents and commuters, were not pronounced overall. Indeed, campus services appear to be doing a good job reaching UMCP's largely commuter population. Since most campus services are intended to reach more than one specified student population, the lack of significant differences between these groups can be seen in a positive light. While this report has highlighted several "problem areas" and has made some suggestions for change, many of these campus services have been since the third year of MLS and are today active in improving the delivery of their service to the entire range of students who compose the UMCP student body.

APPENDIX I

DESCRIPTIONS OF STUDENT SERVICES ASSESSED DURING THE THIRD YEAR OF MLS

International Education Services (IES): Counselors in this office provide information to foreign students on academic eligibility, verification of English fluency, immigration status, and financial sponsorship. Special orientation sessions are also provided for incoming foreign students and counseling services are available for these students throughout their enrollment at UMCP.

Financial Aid Office: This office provides assistance to students applying for various forms of financial aid, including scholarships, loans, and work-study programs.

Career Development Center: Comprehensive services of this Center include a one-credit career-planning course and career workshops on choosing a major, writing a resume, and interviewing techniques. The Center maintains a career library and credentials service, arranges campus interviews with prospective employers for seniors, and provides career counseling for all students.

Hornbake Undergraduate Library: This library has a seating capacity of 3,600 students. Facilities include color videotape players and playback units, enclosed rooms equipped with instructors' consoles for the use of non-print media materials, and wireless stereo headsets for tapes of lectures, plays, speeches, and music. A 24-hour reading room is open for late-night studying.

Stamp Student Union: Facilities include club and meeting rooms, fast-food shops, full-scale restaurants, a 750-seat movie theater, a craft center complete with photography darkrooms and ceramics labs, bowling lanes, record co-op, bookstore, bank, and art gallery.

Judicial Programs Office: This office enforces the University regulations published in the *Code of Student Conduct*, adjudicates violations, holds hearings, and determines disciplinary actions.

Campus Chaplains: The University's Memorial Chapel provides a focal point for the broad range of religious faiths represented on campus, with interdenominational services offered weekly and religious and personal counseling offered year-round. Many religious groups maintain offices in the Chapel, including Baptist, Episcopal, Black Ministries, Lutheran, Church of Christ, and the United Campus Ministry. Religious organizations which maintain offices off-campus include Hillel, plus the Roman Catholic, Methodist, and Mormon churches.

Campus Recreation Services (formerly the Intramural Sports and Recreation Office): This program organizes and conducts annual tournaments and competitions in a wide variety of sports for men and women competing separately and on co-ed teams. All of the sports are divided into leagues so that above-average and average players compete separately.

Counseling Center: A large staff of counseling psychologists is available to help students resolve emotional, social, and career conflicts—on a confidential basis and free of charge. As a complement to individual and group counseling, the Center also coordinates workshops on assertiveness training, anxiety, time management, and exam preparation. Vocational preference tests and graduate school entrance exams are also administered through the Center. The Counseling Center also oversees the Reading and Study Skills Lab (now the Learning Assistance Service) which aims to help students improve reading and grammar skills and prepare for courses and tests, and Disabled Student Service which offers individual assistance to UMCP's students with physical or learning disabilities.

HELP Center: This service provides emergency telephone counseling for students experiencing acute problems.

Health Center: Staffed by medical doctors, psychiatrists, nurses, social workers and health educators, the Health Center provides emergency care for medical and emotional problems as well as ongoing treatment and education. Services include a women's clinic and a men's clinic; sports medicine and physical therapy; dermatology and dental treatment; a pharmacy, mental health and social services; nutrition, stress management programs; CPR training, birth control education, alcohol and drug education and treatment, and peer counseling.

Residence Hall Staff: Trained undergraduate resident assistants are available on each residence hall floor to assist residents with information and appropriate counseling. Each dormitory is administered by a graduate student who is a professional staff member. Community Directors and Assistant Community Directors are full time professionals who supervise staff in the University's five residence hall communities. Other Resident Life staff assist these staff members in a variety of programs and services.

Student Tutorial Academic Referral (STAR): A Student Government Association (SGA) run service, STAR provides students with current class syllabi as well as copies of previously given examinations as study guides.

Commuter Affairs Office: This Office serves and represents the interests of approximately 30,000 undergraduate and graduate students who commute to campus. Among the many services provided are: computerized off-campus housing referral, on and off-campus shuttle bus service, and informational brochures on topics of interest to commuters. The Office also conducts a variety of programs designed to involve commuter students in the campus community.

Experiential Learning Programs: This office matches students with employers through paid and non-paid semester-long internships. Full-time paid positions are also available through the Cooperative Education Program. Students may also gain work experience by volunteering a few hours each week in any of the organizations or government agencies listed with the office.

Office of Minority Student Education (OMSE): This office exists to enhance the personal and social development and the academic success of minority students. Its aim is to foster a climate on campus conducive to both cultural pride and academic excellence. Specialized academic and career counseling is provided as well as the opportunity to explore a shared heritage. The Office's Peer Advisement program matches specially trained junior and senior advisors with fellow minority students in need of academic guidance.

Intensive Educational Development (IED): This office provides tutorial services for most freshman and sophomore courses. A special mathematics lab and English composition tutors are also available. In addition, IED also provides personal counseling and a unique admissions option for those students whose secondary school preparation is either unbalanced or inadequate.

Nyumburu Cultural Center: This center sponsors art shows, dramatic productions, jazz and gospel concerts, creative writing workshops, dance classes, and other activities of special interest to minority students.

Campus Activities Office: This office coordinates the hundreds of activities, clubs, and organizations

available to UMCP students. Included are such diverse activities as concerts, debates, filmmaking, skydiving, community outreach, and student government.

Dining Services: Campus Dining Services is responsible for all residence hall dining halls, as well as a variety of fast-food and restaurant services in the Stamp Student Union.

Motor Vehicle Administration (MVA): This office administers the issuance of student parking stickers and handles parking violations on campus.

University Book Center: This office provides an on-campus retail operation to students, faculty and staff and is located in the Stamp Student Union. In addition to textbooks, popular reading, and school supplies, the Book Center also sells clothing, greeting cards, food items and sundries.

Registrations Office: This office handles all functions having to do with course registration, scheduling, withdrawal and graduation. The office also maintains students' academic records and issues transcripts.

APPENDIX II

USE OF STUDENT SERVICES BY THIRD YEAR MLS PARTICIPANTS

	Representative Group			Black Group		
	Percent Total N = 268	Percent Males N = 131	Percent Females N = 137	Percent Total N = 131	Percent Males N = 48	Percent Females N = 83
International Education Services	4	2	9	6	6	6
Financial Aid	41	36	47	71	52	82
Career Development Center	37	29	45	48	44	51
Hornbake Undergraduate Library	96	96	95	100	100	100
Campus Chaplains	7	3	10	8	8	8
Judicial Programs	25	30	20	16	19	15
Stamp Student Union	97	99	96	100	100	100
Campus Recreation Services	39	45	34	40	58	29
Counseling Center	16	13	18	34	29	36
HELP Center	3	3	4	5	8	4
Health Center	62	51	72	73	63	80
Residence Hall Staff	46	37	56	68	54	76
STAR	43	44	42	57	56	57
Commuter Affairs	26	30	22	40	40	40
Experiential Learning Programs	10	6	15	17	15	18
Office of Minority Student Education (OMSE)	4	2	6	46	33	53
Intensive Educational Development	5	3	6	21	19	22
Nyumburu Cultural Center	3	1	5	31	23	36
Campus Activities	17	15	19	24	25	23
Dining Services	63	60	66	73	63	80
Motor Vehicle Administration	64	71	58	47	52	43
University Book Center	99	99	98	99	100	98
Registrations Office	87	88	87	90	90	90

APPENDIX III-A

INFLUENCE OF STUDENT SERVICES ON THIRD YEAR MLS PARTICIPANTS
RATINGS OF REPRESENTATIVE GROUP SERVICE USERS

Service	Service Users N	Influence on Service Users* Percent Positive	Percent No Influence	Percent Negative	Mean**	SD
International Education Services	14	71	29	0	3.86	.66
Financial Aid Office	111	40	35	25	3.10	1.03
Career Development Office	100	57	40	3	3.63	.69
Hornbake Undergraduate Library	256	80	16	4	3.95	.70
Stamp Student Union	261	83	15	2	4.13	.75
Judicial Programs	66	45	26	29	3.17	1.25
Campus Chaplains	18	89	5	5	4.11	.76
Campus Recreation Services	105	92	7	1	4.29	.63
Counseling Center	42	79	19	2	4.07	.78
HELP Center	9	44	33	22	3.44	1.42
Health Center	165	67	20	13	3.75	.98
Residence Hall Staff	124	56	28	15	3.58	1.02
Student Tutorial Academic Referral	116	79	20	1	3.99	.67
Commuter Affairs Office	69	81	13	6	4.00	.79
Experiential Learning Programs	28	68	25	7	3.82	.86
Office of Minority Student Education	10	90	10	0	4.20	.63
Intensive Educational Development	12	58	33	8	3.75	.97
Nyumburu Cultural Center	8	88	12	0	4.13	.64
Campus Activities Office	45	71	20	9	3.73	.78
Dining Services	169	30	35	35	2.94	1.01
Motor Vehicle Administration	172	20	40	40	2.74	.97
University Book Center	264	63	30	7	3.67	.78
Registrations Office	234	30	43	27	3.00	.95

*The two ends of the five-point Likert scale are collapsed: Responses 1 & 2 = Negative Influence; Responses 4 & 5 = Positive Influence; Response 3 = No Influence

**Average rating on a five-point Likert scale: 1 = Very Negative Influence; 5 = Very Positive Influence

APPENDIX III-B

INFLUENCE OF STUDENT SERVICES ON THIRD YEAR MLS PARTICIPANTS
RATINGS OF BLACK GROUP SERVICE USERS

Service	Service Users N	Influence on Service Users* Percent Positive	Percent No Influence	Percent Negative	Mean**	SD
International Education Services	8	38	50	12	3.38	.92
Financial Aid Office	93	53	29	18	3.41	1.00
Career Development Center	63	70	29	1	3.78	.63
Hornbake Undergraduate Library	131	80	18	2	4.05	.74
Stamp Student Union	131	81	19	0	4.16	.72
Judicial Programs	21	29	33	38	3.00	1.00
Campus Chaplains	11	82	18	0	3.91	.54
Campus Recreation Services	52	88	10	2	4.25	.71
Counseling Center	44	84	16	0	4.14	.67
HELP Center	7	100	0	0	4.43	.54
Health Center	96	72	21	7	3.94	.89
Residence Hall Staff	89	60	27	13	3.60	.89
Student Tutorial Academic Referral	74	85	14	1	4.05	.64
Commuter Affairs Office	52	73	27	0	4.00	.74
Experiential Learning Programs	22	68	18	14	3.73	.94
Office of Minority Student Education	60	87	12	1	4.17	.69
Intensive Educational Development	27	78	19	3	4.04	.94
Nyumburu Cultural Center	41	95	5	0	4.29	.56
Campus Activities Office	31	68	29	3	3.71	.64
Dining Services	98	41	43	16	3.23	.86
Motor Vehicle Administration	81	23	54	23	2.98	.79
University Book Center	129	67	30	3	3.85	.79
Registrations Office	118	36	43	21	3.14	.94

*The two ends of the five-point Likert scale are collapsed: Responses 1 & 2 = Negative Influence; Responses 4 & 5 = Positive Influence; Response 3 = No Influence

**Average rating on a five-point Likert scale: 1 = Very Negative Influence; 5 = Very Positive Influence

APPENDIX IV

USE OF STUDENT SERVICES DURING THE THIRD YEAR OF MLS BY RESIDENTIAL STATUS

	Representative Group			Black Group		
Service	Percent Residents N = 92	Percent Dependent Commuters N = 80	Percent Independent Commuters N = 92	Percent Residents N = 67	Percent Dependent Commuters N = 30	Percent Independent Commuters N = 34
Financial Aid	40	43	42	79	57	68
Career Development	40	30	42	46	30	68
Hornbake Library	93	96	100	100	100	100
Campus Chaplains	11	1	8	9	0	15
Judicial Programs	21	20	34	12	30	12
Stamp Student Union	98	98	100	100	100	100
Campus Recreation Services	55	19	41	48	13	47
Counseling Center	16	14	17	36	37	26
HELP Center	3	4	3	7	3	3
Health Center	73	38	74	88	40	74
Residence Hall Staff	89	14	33	93	23	59
STAR	39	40	52	63	43	56
Commuter Affairs	14	24	40	40	30	47
Experiential Learning	7	13	13	15	17	21
OMSE	4	3	4	55	27	44
IED	4	3	7	18	27	21
Nyumburu Cultural Center	4	1	3	43	17	21
Campus Activities	15	13	23	24	17	29
Dining Services	88	49	52	85	63	59
MVA	50	85	63	34	77	44
University Book Center	100	100	99	97	100	100
Registrations Office	89	85	90	87	90	97

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